

DOCUMENT RESUME

ED 394 624

PS 023 515

AUTHOR Hodges, Julie
TITLE Conflict Resolution for the Young Child.
PUB DATE 95
NOTE 46p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Bibliotherapy; *Children;
*Childrens Literature; *Class Activities; *Conflict
Resolution; Curriculum Development; Early Childhood
Education; Learning Activities; *Prosocial Behavior;
Teacher Role; Violence
IDENTIFIERS *Peace Education

ABSTRACT

This paper outlines a curriculum for young children that emphasizes conflict resolution and social development. It discusses the causes of violent behavior among children and describes activities and recommends children's literature on conflict resolution that can be used in the classroom. Several activities are examined, including role-playing activities, the use of conflict incidents to teach lessons on conflict resolution and appropriate social behavior, and games. Specific advice is also provided to teachers on how to instill prosocial behavior in young children. An annotated list of 60 children's books on conflict resolution and prosocial behavior is included. An annotated list of 66 books to be used in bibliotherapy are also included, and focus on specific issues such as divorce, adoption, death, siblings. (MDM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

ED 394 624

Conflict Resolution for the Young Child

By:
Julie Hodges

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Julia Hodges

Copyright by 1995 by Julie Hodges

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Table of Contents:

Rationale	Pages 1-4
The Causes of Violent Behavior	Pages 5-6
Activities for Conflict Resolution	Pages 7-24
Recommended Books for Conflict Resolution and Bibliotherapy	Pages 25-41
Resources	Pages 42-43

Rationale

The children of this generation are exposed to many elements that have never been faced in previous societies. Violence, excessive theft and crime, child abuse and molestation, drugs and alcohol abuse and homelessness can all bring about internal and external abuse within a family (brothers, sisters, parents/guardians). Children of this generation face a soaring divorce rate and emotional abuse on a day to day basis. It is the responsibility of our society to recognize that these problems are not just occurring in our metropolitan areas and poverty stricken homes, but they also occur in rural areas and upper-middle class homes as well. These problems are being identified in all areas throughout the nation.

With the exposure of children to such devastating elements, they are reacting in an outward, sometimes even violent manner. In many instances these children spend many moments that used to be considered "quality time with the family," alone, due to the excessive demand that both parents decide to work or must work to support the family. Many children do not have the opportunity to talk or discuss their feelings with anyone.

It is our responsibility as educators to not only establish academic standards, but also establish social standards and responsibilities that will aid the students in their immediate and future lives. We, as educators, are sometimes to blame for the aggressive behaviors and the inhibition of social skills, by adding too much structure in the classroom. Teachers need to provide several opportunities of choice, so that the students can experience responsibility. These choices may be anything from choosing which learning center to attend, which "classroom job" to have for the week, etc. These opportunities should be supervised by the teacher so that confusion and chaos are avoided. The students must take responsibility for the decisions that they make. By helping students to identify problems and by providing a vast array of solutions, the students can be given the opportunity to function in our society

successfully and cooperatively, if the students are trained to apply these skills in the real world. A curriculum that would include such social characterization skills would be an important investment for the success of the students and the reduction and deterrent of the various discipline problems that are encountered presently within our nation's schools. It is also important that we start the instruction in the kindergarten and carry it on throughout the elementary school classrooms, since children tend to model the behaviors they encounter in their environment.

The following would be the goals that this curriculum should achieve, (the curriculum should develop attributes that enable the children, in the future, to work cooperatively with others). The curriculum should create a disposition that encourages sympathy towards others. The students would be able to accept responsibility for their own actions. The students should be motivated and persistent in achieving their goals. The students would be encouraged to be reflective about their behavior in specific situations instead of acting impulsively. The students would also develop an open-minded disposition to the extent that they are willing to listen to other's ideas. Finally, the students would have the confidence to take the chances or risks which they may encounter in the pursuit of their goals.

This study has been developed for the early childhood and primary classroom teachers/professionals because it is important that these skills be developed at an early age. The children are easily influenced, during their first few years of schooling. If they learn "socially appropriate behaviors" at a young age, there is a stronger chance that they will continue to use these social skills throughout their lives. They also may model these behaviors towards their peers.

Teachers may sometimes enhance and invoke many conflicts which occur in the classroom. Many children become aggressive when they are frustrated. Sometimes a simple act of restricting or limiting the students' responsibility or choices within the classroom, may increase the occurrence of conflicts in the classroom. It is within our nature, as educators, to feel that we must teach to the students and that the students learn from the teacher. Teachers which I have

encountered and studied throughout my research do not want to "burden" their students with unnecessary responsibilities which may overwhelm them. Research and current educational theories are proposing and supporting the idea that children become motivated and initiative towards their learning, when they are provided with several opportunities of choice within the classroom. The students take on the responsibility for their own learning.

This study will first, discuss the causes of violent behavior among children. Then, a section of activities and recommended children's literature on conflict resolution are provided which can be used in the classroom. A variety of activities will cover the areas of identifying and solving conflicts, improving the students; communication skills, activities which enhance and build cooperative learning, awareness of and the problems of stereotyping, self-awareness, and the activities which help children to control their anger and frustration. It is important for students to develop skills in each of these areas, so that they may solve problems effectively. The activities discussed in this paper were found in articles written by experts in the field of conflict resolution and are consulted by these experts to be effective in resolving conflicts. The following terms are defined for the reader:

(1) *Socially appropriate behaviors* - The attitudes or characteristics which are considered acceptable in our society. These "behaviors" would include the ability to work compatibly with others and to function cooperatively among others within a working environment.

(2) *Burden* - To put unnecessary responsibilities upon an individual or a group of people.

(3) *Cooperative learning* - The ability to work successfully and compatibly with others.

(4) *Racial and societal unrest* - The various problems and negative attitudes which exist among the cultures in our society.

(5) *Sheltered* - The ability to protect a person (or people). To protect one by providing safety from harmful elements.

(6) *Brainstorm* - To list all and any ideas on a given topic which spontaneously enter one's mind.

(7) *Social skills* - The ability to cooperate and be compatible with one another.

The Causes for Increased Violent Behavior in Young Children

There are many factors which contribute to the causes of violent behavior in young children. Many of these problems occur within our society and within the families. Our society, today, is plagued with **"racial and societal unrest!"**(14). Although our society is trying desperately to eliminate stereotypes, there still exists a large amount of resentment between members of various races, and resentments within races. Young children are witnessing evidences of these resentments, daily, within their homes, communities and schools. It is not uncommon for a family to watch a half - hour to an hour's worth of news which is dedicated to the crimes committed by our youth, and even within families. The violence within homes, schools, communities and media are delivering a message to young children:

"The world is a dangerous place and people regularly hurt each other and use fighting to solve their problems."(14)

Children's sense of safety is diminishing, while parents and teachers are finding it difficult to protect them from violence. There are various degrees of violence which **even** our **"sheltered"** children may be exposed to. Of course, some children may be exposed to more violence than others. The more **"mild"** degrees of violence will be listed first (14):

Level 1: Violence exists in the forms of entertainment for our children and the toys in which they play with.

Level 2: Children are exposed to **"real world violence"** which is shown continuously in the media.

Level 3: Many children have "traumatic and direct exposure to violence in the home and community."

Level 4: Many children have "chronic exposure to violence in the home and/or the community."

As children experience these levels and the more levels they experience the more likely they are affected by violence. Many young children may have difficulties expressing their feelings (because their language skills are not fully developed). These limitations may cause them to act aggressively or violently. It is important, as educators, to encourage students to express their feelings - especially at a young age - so that they may carry these skills on throughout their lives (14).

Activities and Recommended Books for Conflict Resolution

Ways to Implement Non-Violence Education

Children are constantly striving to construct meaning from the violence that they are witnessing through play, art and discussion. Discussion is an extremely effective way to examine and explore solutions to violence, within the classroom. Through discussions, teachers can guide students to understanding the problems which occur in the classroom and he/she can help the students develop preventive solutions to violence. There are various ways in which discussions can occur in the classroom. The most common and the most popularly used are "group discussions," in which the teacher provides the class with a specific situation(s) and the students examine the problem and discuss the situation. Another recent technique for discussion is known as "Peer Mediation." This technique focuses on the students being the "mediators" or "referees" of their fellow peers' conflicts. The "peer mediator" does not place blame or provides his/her opinions - they simply clarify the problem and focus on possible solutions. The students who are involved in the conflict must negotiate to reach a solution. Through this process both the "mediator" and the students involved in the conflict are learning skills that involve: viewing other points of view, accepting responsibility for one's own actions and, especially, learning how to reach a solution without reacting violently. This process may be modified for the very young children.

Teachers, which the researcher observed and studied, are implementing "creative" ways to address discussions of conflicts in their classrooms. A teacher may read stories which focus on conflict situations and ask the students to "brainstorm" solutions before reading the conclusions. Literature is quite effective in teaching young children major concepts, such as the social skills which are involved in preventing conflicts. During the summer months of 1994, the researcher had the opportunity to aid in developing pre-schoolers' social skills as a part of the study. The researcher studied

the pre-schoolers' behavior at Calvert Memorial Hospital in Calvert County, Maryland. Throughout her study with the children the researcher found literature to be an effective means of increasing their awareness and understanding of "social skills." The researcher would read various stories to the students. The class would discuss the conflict and how it was, or could be, resolved.

Students may also perform short skits which focus on conflict resolution. Teachers or students could propose a problem and the group must discuss a solution and rehearse the skit. Once the rehearsal is completed the groups perform their skits for the class. Teachers could also have younger children practice their skits with puppets.

Role-playing is an excellent way to have students "think on their feet." Students can perform what is known as the "freeze technique." This technique allows students to act out a conflict and when the teacher says the word "Freeze," during the conflict. The actors must stop what they are doing. The class can then discuss how even small actions can cause or contribute to a conflict. Teachers can videotape a role - playing scene and stop the video, periodically, to discuss the actors' body language, and to brainstorm possible solutions.

Students can provide solutions to conflict through writing and illustrating. Students can create their own story about a conflict that they've encountered personally, or which they are imagining. The students describe the conflict and its solution. The students can also create their own comic strips. An interesting way to do this would be to divide the class into groups. The groups create a conflict by illustrating the first two columns. Then, the groups switch their comic strips. Each group must provide (illustrate), a solution to another group's comic strip in the last two columns.

Children need to realize that sometimes decisions need to be made quickly. Students can "pair off" into groups. The teacher describes a conflict which may be a common occurrence (such as a toy which two people may want to use). The teacher allows the students one - minute to discuss and provide a solution to the

conflict. This activity should be done frequently. The activity may also be performed in a "role - playing situation."

Teachers should read a variety of fairy tales to their students. The students discuss the conflicts which occur in them and how they are solved. The students can create their own fairy tales about a conflict which they had experienced. Young children may illustrate and dictate their stories into a tape - recorder.

Students practice their "I" statements, with this activity. The students form groups of seven students per group. The students should each discuss a conflict, or problem, which occurs in the classroom. Each student states the problem and solution by stating "I wish." For example: "I wish that some children could put their toys away when they are finished with them."

The teacher produces a large box and two costumes. The teacher explains that inside the box are "two mechanical puppets and they come alive when there are conflicts to be solved." Two students can act like the puppets, and when they don't understand the conflicts they don't move. The puppets can provide solutions to the conflicts. The solutions can be discussed later.

The students can think about the things which they like to do. Then, they can be handed balloons that are made out of construction paper. The students should write their names on each balloon and illustrate a thing which they like to do.

This game is an excellent way to introduce students to the concept of "cooperative learning:" Two students face each other, while mimicking each other's motions. Once the students are used to projecting a "mirror image," then they can practice using flowing motions as one student initiates a motion and the other student follows simultaneously.

This activity is an excellent activity involving cooperation in an enjoyable way! A large, carpeted area can be cleared for the activity. The students one by one, lie flat on the floor with their legs and arms in any position, so that each student fills a space. The final result is a "Human Jigsaw Puzzle."

An activity which is sure to invoke laughter from the students, is called *"I Love Ya' Honey, but I Just Can't Smile!"* Each student tries

to make the student on his/her right smile by saying: "Do You Love Me Honey?," in any way that he or she can to make that student laugh. The student responding has to reply: "I Love Ya' Honey, but I Just Can't Smile," without laughing.

An excellent way to build each student's confidence and trust in one another is by doing an activity known as "Grab Bag Affirmation Notes." The teacher can pull a students' name out of a bag and another student can have his or her own bag where classmates can write each other positive notes.

One-word storytelling is an excellent way to promote speaking and listening skills as well as critical thinking skills. The students should form a circle in the center of the classroom. The teacher can start a story by saying one word which the story should be based on. Each student should, then, say one word which relates to the words spoken previously. In other words, a story should be based around each word which is spoken, yet still has a logical sequence.

**Creative Conflict*, by Priscilla Prutzman, *Learning*, March 94', v. 22.

Ideas from Creative Conflict Resolution by William J. Kreidler (5). Behavior Contract

There are many situations where a student continually breaks a specific rule. In this type of situation a "behavior contract" may be helpful. The teacher meets individually with the student. The teacher should explain the problem and the limits clearly to the student and provide an opportunity for him or her to explain him/herself (why they are "breaking the rule"). The student and teacher can, then, discuss what the student needs, so that he/she may "obey" the rule. After a negotiation has been reached, the teacher and student can write a contract stating the conditions and limitations which were negotiated. The contract should state what the student and teacher will do to solve the problem. Then both the teacher and student should sign the contract.

What is Conflict?

Developing a definition of conflict is an important starting point for a class to focus on. The teacher could ask the students if they could explain the meaning of conflict by showing them pictures of a conflict. The students could also provide examples of conflict. The teacher could make a chart of the types of conflict between friends, families, oneself, one's countries, as well as students and teachers. With young children the teacher can provide as many pictures as possible for each category.

Positive Effects of Conflict

In many situations, individuals have a tendency to view conflict as negative or destructive. There are many types of conflict that can be positive or productive. It is important for young children to understand that many conflicts can be a positive experience, if handled appropriately. An excellent activity to promote the students' understanding of this fact would be to provide a picture of a conflict which families might be involved in (vacation places, a new TV, etc.). The students can discuss the conflict which is occurring in the picture. Many students may be able to relate the conflict to an event which occurred in their own families! After the students have discussed the nature of the conflict they can write, draw, or discuss a positive resolution to the conflict. The students should discuss the possible outcomes and share their "resolutions" with each other.

Wasting Time

Teachers, which the researcher observed, became frustrated when they had to "waste time" resolving "unnecessary" conflicts. These "unnecessary conflicts" could be students not sharing or a student hitting another student, etc. The students and teacher could develop a list of unnecessary conflicts which occur in the classroom. The students could discuss a few of the conflicts, how they occur and how they can be prevented, within the classroom.

Animal Weapons

The teacher can provide pictures of animals with weapons such as claws, quills, horns/antlers, teeth, etc. The students can discuss how the various weapons are used as a defense mechanism for the animals. The teacher can explain that we as people have our minds for our weapons. Our minds allow us to create terrible weapons, as well as to avoid weapons directly.

Violence

The teacher should explain to the students what a violent act is, by using an example of a violent conflict which could occur in the classroom. The class can have a discussion about the positive aspects and negative aspects of conflicts. The teacher should record the students' responses, first, about the positive aspects of conflicts. If the students encounter difficulties understanding, the teacher can ask them if violence enables people to get what they want. Then the students can list the negative aspects of violence. The students will discover that there are many negative aspects of violence.

Eyewitness

This activity is an excellent way for students to practice evaluating conflicts. The only materials needed are a microphone and a conflict picture. The students are allowed 30 seconds to a minute to examine the picture. Then, another student interviews him/her about the picture. The following questions should be asked: "Who is involved?," "What did they do?," "How did they do it?," "What does each person want?"(5). The students can discuss the different reactions that many of the students mentioned.

Loaded Words

Loaded words are "words that carry or elicit very emotional and unusually defensive reactions"(5). The students can brainstorm a list of these words and discuss how using the words in a conflict would make them feel, how it would intensify the conflict. The students could discuss solutions to what they would do if someone they knew used these words frequently.

Buzzer or Bell Game

The students could play a game using the loaded words which were discussed in the previous activity. Two students could be supplied with a bell. A group of students could perform a skit which would include loaded words. Every time a loaded word is mentioned the two students with the bells must ring them. Then the students could discuss how the loaded words "interfered with resolving conflict"(5). The students could discuss how they would handle a conflict which involved loaded words.

The Happy-Sad-Mad-Way

This activity is an excellent way to introduce and discuss the various emotions. The teacher should discuss one emotion at a time (examples happy, sad, mad). The students should practice walking, shaking hands, etc. They should practice these actions with each individual emotion. The students will understand that various actions or one's body language may determine an emotion which that individual is experiencing.

Enemies

The teacher can read aloud to the students the book, *Let's Be Enemies*, by Janice May Udry, (see section III). After reading the book class members can have a discussion about what an enemy is and if they have ever had any enemies. If the students are willing to discuss why they became enemies with a particular person, they may. The teacher should emphasize to the class that we will not always agree with everyone that we meet. Each person is different and we need to understand and respect each other's differences.

What Is Hate?

This activity is an excellent way to examine the emotion hate and how it can change a person's behavior. The students should, first, draw pictures of hate. The teacher can provide hints for the students to help them understand such as: "What colors do you think

of when you think of hate?" "Are you happy or smiling when you are experiencing hate?"(5). The results may be quite interesting, each child may interpret hate differently. After the students have completed their drawings and have shared them with one another, they can discuss what hate is and what causes hate. The students could, also, discuss a moment when they experienced hate, what caused the hate and how it changed them.

Sharing Circles

Sharing circles are an excellent way of developing trust and a sense of open communication among students. The students form a circle and the teacher explains to the students that she is going to start off a statement which each student will have the opportunity to answer. The teacher should emphasize to the students that if they do not want to respond to the statement when it is their turn, they can say "pass." A few ideas are as follows:

"A time I was happy was ..."

"Something that makes me frightened ..."

"When I'm angry ..." (5).

Aggression

Aggression is something that young children should be aware of. The teacher should explain that aggression is when a person tries to hurt other people's bodies or their feelings. The teacher should ask the students if they have ever hurt someone physically or emotionally. The teacher should explain to the students that sometimes people experience aggression when they are very angry or frustrated, but that the class will learn things to keep class members from hurting others when they are angry.

The Bug Board

This activity is an adorable and simple way to make a bulletin board. The students should draw a picture of something that "bugs or annoys" them (5). If the students have difficulty labeling their pictures, the teacher can label the pictures for them. After the

students have shared their pictures and discussed why the certain thing bugs them, the pictures can be displayed on a bulletin board.

Draining

This activity is an excellent way for students to control their frustration and anger so that it does not lead to aggression. The students should breathe in, while tensing all of the muscles in their body. They should hold their muscles and breathe in for five seconds. Then, they should exhale and relax their muscles starting from the head all the way down to their feet. The students should practice this several times until they have mastered the technique. Once the students have had enough practice, the teacher should instruct them to think about a person or time when they were angry or frustrated. While they are thinking of this, they should be inhaling and tensing their muscles. Then, when they begin to relax, the students should focus on their systems. The angry emotions should be "leaking out of the tips of their toes" to form a puddle at the bottom of their feet(5). Once the process is complete the students should step away from the puddle, leaving their anger and frustration behind!

Ballooning

This activity is another way of gaining control over anger and frustration. The students should take a deep breathe and raise their arms, just like they were balloons. The students should, then, release the air and "shrivel up like deflated balloons." The students can repeat the process 3 - 4 times. Then the class can discuss if this process would make them feel better if they were angry.

Distracting

An excellent way to distract students when they are angry, is to set up a "laughing corner," or a corner with items such as: "clay, paints, little toys, etc." When students feel angry they can remove themselves and participate in activities which will eliminate the anger or tension.

Bossy, Bossy

Many children experience a "class bully" or peer which enjoys being "bossy." A way to have students experience what it is like to be "bossed around" is by allowing many students to become a boss, (one at a time, of course). The "boss" can give his/her peers the following orders:

"Jump up and down three times."

"Recite 'Mary Had a Little Lamb.' "

"Walk around your desk."

"Say 'Howdy!' to ____."

"Flap like a bird."

"Say your name three times."

"Shake hands with ____."

"Rub your stomach and pat your head at the same time."(5)

The students can discuss afterwards how it felt to be the "boss" and how it felt to be "bossed around."

The following activities are creative ways to promote cooperation within the classroom.

Form a Line

This activity is quite simple. The class should be divided by groups of 5 to 10, and they should form a line. The teacher should instruct the groups to, without talking, make the longest and shortest line that they can.

Blizzard

The students should find a partner and one of the partners should be blindfolded. The student who is not blindfolded should, gently, lead his/her partner around the classroom or outside. The students must pretend that they are caught in a blizzard and must cross frozen streams, they must climb over drifts and any other elements which the students may be imagining in a blizzard.

Lap Sitting

The students form a circle, shoulder to shoulder. The students then, face towards the right and take a step in (towards the center of the circle). These actions will make the circle tighten up. Once everyone is close together, in a tight circle, the teacher should instruct the students to sit on the "count of three." Each student should sit on the lap of the player behind them! The students must cooperate and perform this activity in unison or the circle will collapse!

Tug of Peace

This activity is an interesting twist to the "tug of war" activity. The teacher will lay down a rope in the center of a circle. The students will sit around the rope and grab hold. The teacher must explain to the students that all of the members of the group will raise themselves from a sitting to standing position by pulling on the rope. The group loses if anyone happens to fall. On the count of three the students should attempt the activity!

Spider Web

The students should hold hands in lines of four to five. The lines are the spider webs. The one extra child in each web can become the fly. The webs chase the flies, until the end or beginning of the web touches the fly. Now the fly is part of the web. The last person in the web breaks loose and becomes the new fly.

Totem Pole

The students can be divided into groups of three or four. Each group should receive a box and various colors of paint. After each group has painted its box and it has dried, the students must choose the "junk articles" which they would like to decorate their box with. Once the boxes are completed, the students can practice stacking the boxes from largest to smallest. The students can discuss what they liked about the project and if they encountered any problems working together.

The Human Family

The students should draw and label a picture of their family. After each student has discussed and explained their pictures, the teacher can discuss the various types of families (single - parent families, childless couples , Mother and father with children, etc.). The teacher should, also, mention that we are humans and all belong to a family. The class can, also, create a definition of a "human."

All Kinds of Families

The students can cut out pictures of various people from magazines. Once they have collected about ten pictures they can organize them into family units, on a piece of paper. They can create as many types of families as they can. This lesson would be an appropriate follow - up lesson to the "The Human Family" lesson.

Differences in Beliefs and Values

The children should vote "thumbs up" for yes and "thumbs down" for no, on various issues which the teacher addresses. If the student decides neither "yes" or "no", they may cross their arms. The teacher may ask the students such questions as:

"How many of you like spinach?"

"How many of you can swim?"

"How many of you think kids can watch all the TV they want?"

After the questions are answered the class can discuss what beliefs and values are and how many people's beliefs and values are different.

Copcats

The students can choose a leader to initiate the activities. The other students must do everything that the leader does. The activity should continue for approximately 10 minutes. The teacher can, then, ask the students how it felt to be a "copcat and did it get boring after a while?" The leader should be asked how it felt to always have everyone doing the same thing. This lesson should encourage the

students to become individuals and to appreciate each other's individuality.

Class Gift, Part 1

This activity is another way of showing students that their beliefs and values may not be right for everyone. The teacher should decorate a box and name it the "magic box." She should tell the students that she was going shopping and decided to buy the class a gift. The box can be passed to each student and they can describe what they would like as a gift. After each student has had a turn, the teacher can discuss if everyone would be happy with each gift? Why doesn't everyone want the same gift? What would be wrong with that?" The students should learn to value each other's differences, towards the conclusion of the lesson.

Class Gift, Part 2

This lesson is an excellent way to discuss stereotyping and generalizing among people. The teacher should decorate two boxes; one beautifully wrapped and containing dirt or litter, while the other box should be wrapped sloppily and should contain a nice present for the class. The students can hold up and take a vote on each gift, after explaining that the boxes contain gifts for the class. After the students vote, the teacher should open up the boxes and discover which box the majority of the students voted for. Many students may be surprised to find dirt or litter in the nicely wrapped box! Then the class should discuss why they chose the attractive box, did it's appearance have anything to do with what was inside, what did you learn from the lesson?

Creative Ways To Discuss Conflicts and Emotions by Julie Hodges

Conflict Poetry

Children could, as a group, write a poem about a conflict which may happen at school, home, for example. After reciting the poem

several times the students could, also, attempt to add music to the poem to create a song!

*If working with young children, the teacher may find it helpful to model the poem after a book which he or she has read.

Action Verses

The teacher and students could create an action verse. Action Verses are a wonderful way of getting the students' attention, as a warm - up or follow - up to an activity, or simply to allow students to move when needed.

Examples: "When you're feeling low" (squat down).

"Just let you're feelings show" (stand up and stretch out arms).

"Friends will always be there" (clap hands).

"To show you how much they care" (have students hug themselves).

Feelings Masks

The students could make "feelings masks" after a discussion of the various feelings. The masks can be made with paper plates, crayons, popsicle sticks and glue. The students should illustrate (on the plates), a face for each emotion. The emotions should include a face which is happy, angry, sad (hurt).

The teacher could, then, provide situations, make comments, or read a book, all of which would invoke the various feelings. The students must hold up a mask which describes how they are feeling at that moment. The teacher could lead a discussion, afterwards, about the various feelings they experienced and why the students experienced a certain emotion. Through this activity the students should realize that certain comments or actions may invoke various feelings from another individual. They should be able to be conscious of other's feelings, after practicing this activity a few times.

"The I Game"

Several conflicts can be intensified due to faulty wording, or an improper expression of feelings. Many people become defensive

when someone directs their problems to them, using the word "you." An appropriate way to express one's feelings without putting the other person (people) on the defensive, is simply to substitute the word "I" for the word "you." An example of this would be: "I feel hurt and angry when you do not listen to what I am telling you," instead of "You make me angry when you don't listen to what I am telling you." The students can practice these statements by gathering in a circle and, one at a time, practice using the word "I" to express something which upsets them. The students could, also, practice their "I" statements about things which make them happy.

"Conflict Journals"

Journal writing is another activity which involves reflection and problem - solving. The students may keep a notebook in which they write entries ranging from conflicts which they encounter personally; conflicts which they witness in the home, community, or school; or conflicts which they may view in the media. The students can either explain how the conflict was solved or could provide their own solutions to the conflicts. The teachers should try to permit enough "free time" each day for the students to work in their journals.

"Body Language"

Body language is an extremely important aspect of listening because it can send signals to the speaker to acknowledge whether the listener is interested in the speaker or not. It, also, is important aspect of listening because it can send signals to the speaker to acknowledge whether the listener is interested in the speaker or not. It, also, is important for students to recognize body language and whether it is their own body language or someone else's. This is a means of determining if one is upset or uncomfortable in a given situation. The students can begin to recognize the various forms of body language by discussing and demonstrating their forms of body language when they are upset, angry, happy, sad, etc. This activity allows students to think about what their body is expressing and may aid as a deterrent to a potential problem.

Interviewing Skills

Interviewing is an excellent experience for students one which promotes and improves their listening and speaking skills. Students must learn the proper "manners" for speaking and listening so that conflict does not result from impolite or rude behavior during a conversation. The teacher must emphasize not only the importance of body language (which was mentioned in the previous paragraph), but, also, the importance of maintaining eye contact with the person that one is speaking to. The students should practice articulating their words so that they can communicate clearly to others. An interesting activity to practice articulation is to practice reading any of the Dr. Seuss books, orally. They could also create their own "tongue twisters!" Finally, students should realize that it is rude to interrupt others and not allow others the proper time to respond to comments. The interviewing process provides students with the opportunity to practice these skills in an exciting way! Interviewing can be performed in any grade level - even kindergarten! For older grades, students can debate or interview each other about important issues which effect their community, nation, school, etc. Students in kindergarten can interview each other about their hobbies, favorite color, favorite TV show, etc. If time and resources permit, the teacher could capture these moments on video!

"My Favorite Things"

It is extremely important for young children to reflect upon the things in which they enjoy (whether they enjoy specific activities, foods, etc.). If the students are in second or third grade, they could list their "favorite things." After the students have illustrated or listed, their "favorite things" they could create their own version of the song, "My Favorite Things," from the soundtrack *The Sound of Music*. If the students prefer, audio - tapes can be made of the students singing their songs!

"Time - Out"

Many students and adults have difficulty disconnecting themselves from their anger and to take a "time - out" to gain control

over their emotions. This "time - out" procedure prevents people from doing anything irrational. The teacher can explain to the students that when they start to feel angry they should take a "time - out." A "time - out" is when a person stops what they are thinking and doing. They can either count to ten or they can think a "happy thought." A "happy thought" could be one or all of the student's favorite things. After the students have control of their anger, they can negotiate and discuss a solution to their conflict.

"The Emotion Collage"

After discussing the various emotions, the students can create a collage of various people's faces expressing these emotions. The students can search through magazines to get the faces.

"Emotional Music"

The teacher can supply various forms of music, which express the various emotions. The students can close their eyes and listen to the music. After listening to each song, the students should discuss the emotions which are expressed through the song.

"Emotional Music, Part 2"

As a follow - up activity to "Emotional Music" the students (using fingerprints or crayons), can create a portrait of what they are imagining while they are listening to the music.

***Recommended Books for Conflict Resolution
and Prosocial Behavior through Children's
Literature***

Aliki. *Feelings*. Greenwillow, 1984. A charming demonstration of all kinds of feelings and what to do with them.

Bang, Molly. *Ten, Nine, Eight*. Greenwillow Books, 1983. (Ages 2-4). A warm and reassuring countdown to the land of dreams taking place in a black family.

Browne, Anthony. *Willy and Hugh*. Alfred A. Knopf, 1991. Willy was a lonely fellow, who was isolated from all of his peers, until he met Hugh!

Burningham, John. *Mr. Gumpy's Motor Car*. Thomas Y. Cromwell, 1973. (ages 2-4) Mr. Gumpy takes all the animals for a ride. When the car gets stuck in the mud, the only way out is for everyone to help push.

Carle, Eric. *The Grouchy Ladybug*. Scholastic Books, 1977. (Ages 3-5). Grouchy Ladybug tries to pick a fight with a series of others and finally gets put right back into its original place. The passing of the hours is reflected in the size of each page. Strong colors, strong message.

Carrick, Carol. *The Accident*. The Seabury Press, 1976. (Ages 4-7). When a young boy's dog is hit by a truck, he must come to terms with the loss of his "best friend."

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. G.P. Putnam's Sons, 1977. (Ages 9-11) Sadako, a 12 year old Japanese girl, dies of Leukemia 10 years after the bomb. She is portrayed as a spirited girl who faced the future with courage.

de Paula, Tomie. **The Hunter and the Animals.** Holiday House, 1981. (Ages 4-7) A wordless and beautiful book about a hunter changing his relationship toward the animals by breaking his gun.

de Paula, Tomie. **The Knight and the Dragon.** G.P. Putnam's Sons, 1980. (Ages 3-6) A story about a knight and a dragon gearing up for a fight. The result is a disaster and they decide to pool their resources and open a BarBQ. Delightful illustrations.

de Paula, Tomie. **Mama Upstairs and Mama Downstairs.** Puffin books, 1981. (Ages 3-5). Tommy lives in an extended family and especially loves his great grandmother. Her death makes him very sad until a falling star gives him some comfort.

de Paula, Tomie. **Oliver Button is a Sissy.** Harcourt Brace Janovich, New York, 1979. (Ages 4-6). Oliver likes to do unusual things for a boy, such as dressing up and dancing. His schoolmates, after much teasing and a school performance, he finally accepts his fear.

Emberly, Barbara. **Drummer Hoff.** Prentice Hall, 1967. (Ages 3-4) A story in poetry form about different military people loading a cannon. The shot brings about a lovely surprise. Creative blend of old fashioned military hierarchy and life in the end.

Fitzhugh, Louise and Sandra Scoppettone. **Bang Bang You're Dead.** Harper, 1969. (Ages 5-7) An obvious anti-war lesson in words and pictures tracing the increasingly violent actions of some children who began a game of playing at war.

Foreman, Michael. **Two Giants.** Pantheon, 1967. (Ages 4-6). Two happy giants fall out over the ownership of a seashell and gradually discover how ridiculous it is for the equally powerful to fight each other.

Galdone, Paul. **The Little Red Hen.** The Seabury Press, 1973. (Ages 3-5). A favorite folktale of the hen who tries to get her friends to help her tend the wheat from seed to bread.

Hoban, Russell. **A Bargain for Frances.** Scholastic books.

(Ages 4-7) Frances falls for a mean trick by her supposed friend. It takes a lot of working out to set things straight.

Hoban, Russell. **A Birthday for Frances**. Scholastic Books, 1968. (Ages 4-6). Frances experiences a lot of feelings about giving her favorite candy to her little sister on her birthday. Well developed, age appropriate dialogue. Old classic.

Hoban, Russell and Lillian. **Best Friends for Frances**. Scholastic Books, 1969. (Ages 4-7). Old favorite about Frances, Gloria and Albert figuring out how to be best friends. Delightful, poetic, hits the spot with children.

Keats, Ezra. **Whistle for Willie**. Scholastic Books, 1964. (Ages 3-5). Wanting to whistle, pretending to be dad and following one's shadow are the events in this delightful tale about learning a new skill.

Kasza, Keiko. **The Wolf's Chicken Stew**. G.P. Putnam, 1987. A wolf decides that he is hungry for chicken stew, but decides to fatten up the chicken before cooking him. He encounters quite a surprise!

Leaf, Munro. **The Story of Ferdinand**. Viking Press, 1969. (Ages 3-5). Classic story of a bull who did not want to fight.

Lionni, Leo. **Fish is Fish**. Pinwheel Books, 1974. (Ages 3-5). The young fish in this story would rather be something else. He learns the hard way that "fish is fish" and water is where he belongs.

Lionni, Leo. **Swimmy**. Scholastic Books, 1968. (Ages 3-5) By banding together, a school of fish defy the fierce big fish. Outstanding illustrations of ocean life.

Lobel, Arnold. **Ming Lo Moves the Mountain**. Scholastic Books, 1982. (Ages 3-5). Delightful story about several attempts to move a mountain. Wisdom prevails.

Lyon, George Ella. **Cecil's Story**. Orchard, 1991. A young boy learns the fear of loss from war, when his father must go away to fight in

the Civil War. The mother must leave Cecil to retrieve his father, and Cecil learns to appreciate the value of life.

Maruki, Toshi. **Hiroshima-No Pika**. Lothrop, Lee & Sherard Books, 1980. (Ages 7-12) A little girl's experience of the bombing of Hiroshima. Realistic and personal writing, beautiful, moving illustrations. The book is dedicated to the fervent hope the flash will never happen again. Award winning book in Japan.

Manus, Daniel. **The Big Orange Splot**. Scholastic Books, 1977. A homogenous neighborhood starts to change as people express their personalities through their houses and gardens. Colorful, imaginative, valuing personal choice.

Minarik, Else Holmelund. **No Fighting No Biting**. Harper and Row, 1978. (Ages 4-5) Cousin Joan reads the delightful stories of two feisty little alligators and two quarreling children. Fun, and familiar dialogue.

Mitchell, Edna Preston. **The Temper Tantrum Book**. Viking Press, 1969. (Ages 4-7). Animals are used to portray situations that deal with emotions of anger and frustration that are familiar to children. "I hate it when you comb my hair when it has tangles in it," roars Lionel Lion.

Sendak, Maurice. **Where The Wild Things Are**. Harper, 1963. A small boy, Max, is banished to his room without dinner. He dreams that he has gone to a land of monsters, who love him and make him their king.

Sharmat, Marjorie Weinman. **I'm Not Oscar's Friend Anymore**. (Ages 4-6) It's hard to stay angry since it's more fun being friends.

Steig, William. **Amos and Boris**. Puffin Books, 1971. (Ages 4-6). The touching story of Amos the mouse and Boris the whale and their friendship based on mutual respect and help.

Steig, William. **Shrek!** Trumpet Club, 1990. Shrek was a repulsive creature who enjoyed scaring everyone, until one day he had a bad dream.

Steig, William. **Sylvester and the Magic Pebble**. Scholastic Books, 1969. (Ages 4-8). Sylvester, a donkey, turns into a rock. Many things happen until he can become himself again, united with his parents. Poetic language speaks of individual development and personal power.

Torre, Betty. **The Luminous Pearl**. Orchard, 1990. The Dragon King conducts a search to find his daughter a honest and brave suitor.

Tsuchiya, Yukio. **Faithful Elephants**. Houghton Mifflin, 1988. When Tokyo is bombed during World War II, The zookeepers make the hard decision to destroy the animals, but one old elephant refuses to die.

Udry, Janice. **Let's Be Enemies**. Harper and Row, 1961. (Ages 3-4) The "ups and downs" of the friendship of two boys. Humorous, using four-year-old language.

Van Allsburg, Chris. **Just A Dream**. Houghton Mifflin, 1990. Walter does not seem to be concerned about the environment, until he has a dream about the future.

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good Very Bad Day**. Atheneum, 1976. (Ages 4-7). From the moment he woke up (with gum in his hair) until he went to bed (his nightlight burned out and he bit his tongue), everything went wrong for Alexander.

Waggoner, Karen. **Dad Gummit and Ma Foot**. Orchard, 1990. A story of forgiveness and reconciliation in which two sweethearts have a falling out and for fifty years refuse to admit they still care for each other until they are humorously reunited with the help of a blackberry patch and a cow.

Wisniewski, David. **The Warrior and the Wise Man**. Lothrop, Lee & Shepard, 1989. Intricate cut paper illustrations tell the story of two sons of the emperor, who promises his empire to the first son to bring him the five eternal elements. The warrior son bullies his way

through his quest, leaving the wise son to make clever amends and become the true victor.

Wood, Audrey. **Elbert's Bad Word**. Harcourt Brace Jovanich, 1988. Elbert learns speaks his first bad word at an elegant garden party and he learns acceptable words as a substitute, from a clever wizard.

Zolotow, Charlotte. **The Hating Book**. Harper and Row, New York, 1969. (Ages 4-6) A story about how a friendship between two best friends falls apart because of a misunderstanding. A good statement because it shows how it is the responsibility of *both* friends to tell each other what is bothering them and how they feel.

Zolotow, Charlotte. **The Quarreling Book**. Harper and Row, 1963. (Ages 5-6) Describes how a quarreling mood can start a chain reaction among people. A friendly action then reverses the whole process.

Zolotow, Charlotte. **My Grandson Lew**. Harper and Row Publications, 1974. (Ages 4-6) A six year old boy awakes one night remembering his grandpa. With his parents he freshens up old memories, making grandpa come alive.

Intermediate Books

Ashabranner, Brent. **The Choctaw Code**. Linnet Books, 1994.

Brooks, Bruce. **Everywhere**. Harper & Row, 1990.

Fox, Paula. **One-Eyed Cat**. Yearling, 1984.

Greene, Bette. **Summer of My German Soldier**. Bantom Starfire, 1988.

Hobbs, Will. **Beardance**. Macmillan, 1983.

Hobbs, Will. **Bearstone**. Macmillan, 1989.

- Krumgold, Joseph. *Onion John*. Harper Trophy, 1959.
- Naylor, Phyllis Reynolds. *Shiloh*. Yearling, 1991.
- Sperry, Armstrong. *Call it Courage*. Macmillan, 1979.
- Spinelli, Jerry. *Maniac Magee*. Little, Brown and Company, 1990.
- Staples, Suzanne Fisher. *Shabanu*. Alfred A. Knopf, 1989.
- Wojciechowska, Maia. *Shadow of A Bull*. Aladdin Books, 1964.
- Yolen, Jane. *Sleeping Ugly*. Coward - McCann, Inc. 1981.

Resources

- Reading for Peace*, Sally Alexander and Karen Waggoner..
- Peace Education: A bibliography Focusing on Young Children*,
Rosmarie Greiner.
- The Horn Book Guide to Children's Books and Young Adult Books*, v.
IV., #1, July - Dec. 1992.
- The Horn Book Guide to Children's Books and Young Adult
Books*, v. V, #1, July - Dec. 1993.
- The Horn Book Guide to Children's Books and Young Adult Books*, v.
IV, #2, Jan. - June 1993.
- The Horn Book Guide*, v. V., #2, Jan. - June 1994.

Recommended Bibliotherapy Books

1994 Picture Books for Bibliotherapy

- * Ackerman, Karen. *By the Dawn's Early Light*, Athenum. A family story about a mother who works at a nearby factory, until dawn.

- * Anderson, Janet S. *The Key into Winter*, Whitman. Mattie's grandmother becomes ill and it seems that she will not survive the onset of winter. Mattie tries to stop the onset of winter, but learns a valuable lesson about the "passage" of time and the interconnectedness of life and death.

- * Armstrong, Jennifer. *That Terrible Baby*, Tambourine. Two siblings become terribly jealous and upset when their younger sibling begins to crawl and causes havoc in their lives! The siblings wish that they could "be rid" of their younger sibling, until something terrible occurs!

- * Ballard, Robin. *Good-bye, House*, Greenwillow. The day that a family is moving, a child decides to visit "all of her favorite places in the house." The illustrations show the comparison of the empty rooms and the child's memories.

- * Boelts, Maribeth. *Dry Days, Wet Nights*, Whitman. A little bunny wants to sleep without his overnight diaper. His parents change his sheets and pajamas, continually. Then one day, he wakes up dry!

- * Bunting, Eve. *Smoky Night*, Harcourt. Daniel and his mother wake up from the smell of smoke in their apartment. They dash to a shelter together. Daniel's mother (an African-American woman) introduces herself to a Korean-American woman. Their friendship signifies a survival of area riots.

- * Fowler, Richard. *I'll See You When the Moon Is Full*, Greenwillow. Abe's father must go on a business trip. His father explains to Abe that when the moon goes from a sliver to become a full moon, he will return home again.
- * Fox, Mem. *Tough Boris*, Harcourt. A pirate named Boris, who is a scary and tenacious fighter, sheds several tears when his parrot dies. "All pirates cry./ And so do I."
- * Johnson, Dolores. *Papa's Stories*, Macmillan. Kari enjoys the way her father makes up different stories each time he reads her picture books, until she discovers that her father cannot read.
- * Kinsey - Warnock, Natalie. *On a Starry Night*, Scholastic. A little girl who is frightened to be outside at night, overcomes her fears when her mom and dad spend an evening looking at the constellations.
- * Kohlenberg, Sherry. *Sammy's Mommy Has Cancer*, Magination, 1993. This book discusses cancer directly and honestly, to answer questions about cancer.
- * Lakin, Patricia. *Dad and Me in the Morning*, Whitman. This book describes a hearing - impaired child's experiences with his father, each morning when they go for a walk along the beach.
- * Lifton, Betty Jean. *Tell Me a Real Adoption Story*, Knopf. This story demonstrates how a mother answers her daughter's questions about being adopted.
- * McCully, Emily Arnold. *My Real Family*, Browndeer. Sarah, the bear, becomes jealous and feels excluded when her parents adopt another daughter, Blanche. Sarah runs away and realizes that she

still has a special place in her family when her parents find her, lost, in the woods.

* Mills, Joyce C. **Gentle Willow: A Story for Children about Dying**, Magination. This story "uses a metaphor to describe how even the sadness and fear of death can be transformed by love and memory."

* Yolen, Jane. **Grandad Bill's Song**, Philomel. A young boy confronts his feelings about his grandfather's death after asking others "what they did on the day he died." The people describe their feelings, memories, and experiences which they had with the boy's grandfather.

1994 Intermediate Books for Bibliotherapy

- * Bauer, Marion Dane. **A Question of Trust**, Scholastic, (Death).
- * Hesse, Karen. **Phoenix Rising**, Holt, (Death & Nuclear explosions).
- * Hill, David. **See Ya, Simon**, Dutton, (Muscular Dystrophy).
- * Hirsh, Karen. **Ellen Anders On Her Own**, Macmillan, (Death).
- * Mahon, K.L.. **Just One Tear**, Lothrop, (A boy struggles to cope with his father's death).
- * Maguire, Gregory. **Missing Sisters**, McElderry, (Adoption - touches on hearing imparities).
- * Mead, Alice. **Crossing the Starlight Bridge**, Bradberry, (Divorce).

- * Paterson, Katherine. *Flip - Flop Girl*, Lodestar, (Death).
- * Pearson, Kit. *The Lights Go On Again*, Viking, (Adoption).
- * Trevor, William. *Juliet's Story*, Simon, (A girl's journey to overcome a close friend's death).
- * Wilson, Nancy Hope. *The Reason for Janey*, Macmillan, (Divorce, touches upon Mental Retardation).
- * Willner - Pardo, Gina. *What I'll Remember When I'm A Grownup*, Clarion, (Divorce).

Resource:

The Horn Book Guide, Volume V., #2, January - June 1994.

Additional Bibliotherapy Books

Divorce

- * Adams, F. *Mushy Eggs*, Putnam, 1973. This book describes a family, after the divorce. There is an emphasis on the family's closeness and the sibling's adjustment when their younger sister leaves, to visit her father.
- * Baum, L. *One More Time, Morrow*, 1986. A boy named, Simon, discovers and struggles with the fact that his father sees him one day a week as part of a "custody arrangement."
- * Brown, L.K. & Brown, M. *Dinosaurs Divorce*, Little Brown 1986. The book has Dinosaurs as the characters. It focuses on the issues that the child is not to blame and the importance of showing

their anger without hurting themselves. The book is presented in a light hearted manner, although the issues are quite serious.

- * Christopher, C.B. *My Mother's House, My Father's House*. Atheneum, 1989. This book focuses on joint custody and the child's frustration and struggles in trying to find a "place of their own."
- * Girad, L.W. *At Daddy's on Saturdays*, Whitman, 1987. Two parents who are divorced discuss the divorce with their daughter and relieve her of any guilty feelings which she's experiencing.
- * Goff, B. *Where is Daddy? The Story of a Divorce*. Beacon, 1969. This story is about a girl who is struggling to understand her parent's divorce, as well as her feelings of guilt.
- * Sitca, L. "Zachary's Divorce," in *Free To Be You and Me*. McGraw - Hill, 1974. A young boy's struggle with his parent's divorce and his feelings of being dominated by the "adult - world."
- * Stanek, M. *I Won't Go Without a Father*. Whitman, 1972. This story focuses on a boy's anger and jealousy towards other children who have a father, but through his uncle's and grandfather's help; the boy learns to accept his situation.
- * Vigna, J. *Grandma Without Me*. Whitman, 1984. This book examines the damage that divorce can inflict upon the extended family; when a boy and his grandmother become separated (after his parent's divorce).
- * Vigna, J. *Mommy & Me*. Whitman, 1987. After Amy's parent's divorce she loses contact with her father. Later, another tragedy occurs, her mother's boyfriend (which Amy is close to), leaves and she loses contact with him. This book focuses on a child's fear of abandonment.

Adoption

- * Banish, R. & Jordon-Wrong, J.A. **A Forever Family.** Harper, 1992. This book explains a young girl's positive experiences of her foster home and permanent home.
- * Bunin, C. & Bunin, S. **Is That Your Sister?.** Pantheon, 1976. This is a warm and true story of a six-year-old girl who is adopted by parents of a different race.
- * Caines, J. **Abby.** Harper, 1973. This book is about an African-American family and their adopted daughter.
- * Girand, L.W. **Adoption Is For Always.** Whitman, 1986. This story explains a young girl's question and pain about her adoption. The parents provide open answers and try to help the girl cope with her adoption.
- * Greenberg, J.E. & Carey, H.H. **Adopted.** Watts, 1987. This book describes the adoption of children in a positive manner. Both the "birth parents" and the parents who adopted the children are depicted in a positive manner.
- * Lapsley, S. **I Am Adopted.** Bradbury, 1974. A book explaining an adopted family's experiences from the children's point of view.
- * Livingston, C. **Why Was I Adopted?.** Lyle Stuart, 1978. This book answers questions and emphasizes the "specialness of adoption."
- * Pelligrini, N. **Families Are Different.** Holiday House, 1991. This story focuses on the adoption of two Korean children to an American family. The family explains that differences are "fine" as long as the family is a supportive, loving one.
- * Stein, S.B. **The Adopted One.** Walker, 1979. This book can be a helpful resource to the parent's of adopted children, when they begin to ask questions about their "birth mother/birth parents."

- * Turner, A. **Through Moon and Night Skies**. Harper, 1990. This book focuses on international adoption. The child explains his journey to the United States, his initial fears and his sense of security after meeting his adopted family.

Death

- * Anderson, L.C. **It's O.K. to Cry**. Children's Press, 1979. A nine-year old boy, grieving over the death of an uncle, attempts to explain the "finality" of death to his five-year-old brother.
- * Bartoli, J. **Nonn**. Harvey House, 1975. This book describes a family who join together to mourn at a grandmother's funeral and then they learn to cherish their memories of her.
- * Cohn, J. **I Had a Friend Named Peter**. Morrow, 1987. This story focuses on the accidental death of a young boy. Advice is given to parents concerning how to address the issue of death with children, and it also encourages children to express their feelings, as well as supporting their peers.
- * Dragonwagon, C. **Will It Be O'Kay?**. Harper, 1977. A mother must reassure her daughter that when she dies, she will still love her daughter. She, also, encourages her daughter to hold on to their memories together.
- * Hazen, B.S. **Why Did Granpa Die? A Book About Death**. Golden, 1985. This book examines a girl's various feeling when her Grandpa died and how, through her family's support, she is able to go through the "healing process."
- * Kaldhol, M. **Goodby Rune**. Kayne/Millner, 1987. A young girl's friend drowns while they are playing together. The book describes her family's support in understanding and overcoming the guilt which she's experiencing.

- * Pank, R. **Under the Blackberries**. Scholastic, 1991. A young girl progresses through the stages of mourning, after her cat was killed. She plants a rosebush on it's grave to serve as a memory.
- * Rogers, F. **When a Pet Dies**. Putman, 1988. Mr. Rogers discusses memories when the child experiences the death of a pet bird and a grandmother.

Siblings

- * Adorjan, C. **I Can! Can You?**. Whitman, 1990. This book emphasizes the differences between two siblings, in a non-competitive manner.
- * Andry, A.C. & Kratke, S.C. **Hi, New Baby**. Grazia, Simon & Schuster, 1970. This book provides factual information about babies, as well as suggested activities for families with a "new arrival!"
- * Bach, A. **The Smartest Bear and His Brother Oliver**. Harper, 1975. When two twins have a desire to be unique, their parents decide to give them different gifts.
- * Bogart, J.E. **Daniel's Dog**. Scholastic, 1990. When Daniel begins to feel isolated because all of his mother's attention is going towards his new baby sister, he begins to play with his imaginary dog.
- * Bulla, C.R. **Keep Running**. Allen. Crowell. 1978. A young boy races to keep up with his brothers and sister. He becomes frustrated because when he can't catch up, but finds them waiting for him at the end.
- * Hills, E.S. **Evan's Corner**. Holt, Rinehart & Winston, 1983. This book describes the love/hate relationship which may occur between brothers and sisters.
- * McPhail, D. **Sisters**. H.B.J., 1984. A book about two sisters who differ in their talents, interests and age. Although they argue, they still love each other.

* Naylor, P.R. **All Because I'm Older**. Atheneum, 1981. An older brother must keep his two younger siblings out of trouble when they go to the grocery store together.

* Sharmat, M.W. **I'm Terrific**. Holiday House, 1977. Jason Everett bear is an only child who, eventually, tries to gain his independence and "cut the apron strings."

Resources

Rudman, Masha Kabakow. **Third Edition Children's Literature An Issue Approach**, Longman, 1995.

Resources

- 1* Alexander, Sally & Waggoner, Karen. Reading For Peace. 1990.
- 2* Carlson - Paige, Nancy & Levin, Nancy et. al. "A Constructivist Approach to Conflict Resolution." The Education Digest March, 1993: p. 11 - 15.
- 3* Golden, Larry B. "Prosocial Learning Groups with Young Children." Elementary School Guidance & Counseling March, 1987: p. 31 - 35.
- 4* Koch, Moses S. "Resolving Disputes: Students Can Do It Better." NASSP Bulletin January, 1988: p. 16 - 18.
- 5* Kreidler, William J. Creative Conflict Resolution. Scott Foresman Co., 1984.
- 6* Levin, Diane E. "Building a Peacable Classroom." Childhood Education Annual Theme, 1994: p. 267 - 270.
- 7* McClure, Bud A. & Miller, Geri A., et. al. "Conflict Within a Children's Group: Suggestions For Facilitating Its Expression and Resolution Strategies." The School Counselor March, 1992, Vol. 39: p. 268 - 272.
- 8* Prutzman, Priscilla. "Creative Conflict." Learning March, 1994, Vol. 22: p. 47 - 49.
- 9* Prutzman, Priscilla & Burger, et. al. The Friendly Classroom For A Small Planet. Avery Publishing Group Inc., 1978.
- 10* Roderick, Tom. "Teaching Students Creative Conflict Resolution." Educational Leadership Annual Theme, 1994: p. 48 - 49.

11* Schickedanz, Judith. "Helping Children Develop Self-Control." Childhood Education Annual Theme, 1994: p. 274 - 278.

12* Shatles, Diane. Conflict Resolution Through Children's Literature, Impact II. N.Y. & N.Y. C. Board of Educaiton, 1987.

13* Silvern, Steven. "The Socialization of Prosocial Behavior in Children." Childhood Education Annual Theme 1987: p. 200 - 205.

14* Steinberg, Adila. "How Schools Can Help Stem Violence in Today's Youth." The Education Digest November, 1991: p. 40 - 43.

15* Stiff, James B. & Dillard, James Price, et. al. "Empathy, Communication and Prosocial Behavior." Communication Monographs June, 1988, Vol. 55: p. 198 - 211.